

The Effect of Emotion Regulation Training on Academic Stress of Students

Muhamad Ichsan Nur Iman¹, Susmita Hairul², Ichlasul Amal³, Ridhona⁴, Alya Izatun Nafis⁵

Universitas Islam Negeri Raden Fatah Palembang¹⁻⁴, Universitas Sriwijaya⁵

Corresponding email: ichsann778@gmail.com

ARTICLE INFO

Keywords

Influence
Emotion Regulation Training
Stress Academic
Student

ABSTRACT

According to Sinaga (2015), academic stress is stress that occurs in the educational environment and is caused by pressure during education. Academic stress occurs when students are unable to meet academic demands. The purpose of this study was to determine whether or not there is an effect of emotion regulation training on academic stress of UIN Raden Fatah Palembang students. The participants in this study were active students of UIN Raden Fatah Palembang with 15 participants. The data collection method used an academic stress scale with randomized sampling. Data analysis using an experimental quantitative approach with parametric analysis techniques using T-Test. Applications used for analysis using IBM SPSS Statistic 25. The results of this study showed that there was no effect between emotional regulation training on students' academic stress and grades (p value = 0.168).

ABSTRAK

Menurut Sinaga (2015), stres akademik adalah stres yang terjadi di lingkungan pendidikan dan disebabkan oleh tekanan selama menjalani Pendidikan. Stres akademik terjadi ketika mahasiswa tidak mampu memenuhi tuntutan akademik. Tujuan penelitian ini adalah untuk mengetahui ada atau tidaknya pengaruh pelatihan regulasi emosi terhadap stress akademik mahasiswa UIN Raden Fatah Palembang. Partisipan dalam penelitian ini merupakan mahasiswa aktif UIN Raden Fatah Palembang dengan jumlah partisipan sebanyak 15 orang. Metode pengumpulan data menggunakan skala stress akademik dengan *randomized sampling*. Analisis data menggunakan pendekatan kuantitatif eksperimen dengan teknik analisis parametrik menggunakan *Uji-T*. Aplikasi yang digunakan untuk analisis menggunakan *IBM SPSS Statistic 25*. Hasil penelitian ini menunjukkan bahwa tidak ada pengaruh antara pelatihan regulasi emosi terhadap stress akademik mahasiswa dengan nilai (p value = 0,168).

Introduction

Education is divided into two, namely formal education and non-formal education. Formal education is a systematic and tiered activity that includes kindergarten, elementary, junior high, high school, and college. Meanwhile, non-formal education is an organized and systematic activity, such as Islamic boarding schools and *boarding schools*. *Boarding school* can be divided into two parts in English, namely Boarding Settled and *School School* which is understood to mean in Indonesian to become a *Boarding School*. According to the Big Indonesian Dictionary (KBBI), a student is a student who is studying at a university. According to Law of the Republic of Indonesia No. 12 on Higher Education No. 12, students at adult age are positioned as independent individuals and have their own characteristics in developing their potential to become high intellectuals, scientists, practitioners, and professionals.

According to Sinaga (2015), academic stress is stress that occurs in the educational environment and is caused by pressure during education. Academic stress occurs when students are unable to meet academic demands. Academic stress refers to the pressure that students feel in schools and dormitories, due to the demands of tasks to be completed. But, it didn't align with his abilities. This condition is characterized by various reactions, such as learning pressure reactions, task load reactions, value worry reactions, self-expectation reactions, and despair reactions. High learning load and school and boarding regulations make students less motivated to carry out learning activities and this can be a trigger for stress in students (sun.et al).

Rahmawati, (2016) Symptoms of academic stress in students are caused by four causes, namely behavioral symptoms, mind symptoms, physical symptoms, and emotional symptoms. Emotional symptoms are the most common symptoms compared to other symptoms. The emotional state of the student is caused by the influence of negative or positive thoughts. Mind symptoms play an important role in student academic stress. The problem that is thought of will look like a real condition, so that students are not able to determine the conditions that should be.

Academic stress is not only influenced by factors from within the individual (internal), but can also be influenced by factors from outside (external), Internal factors consist of *self-efficacy* which is a person's belief in his ability to organize and carry out a

series of actions necessary to complete a certain task, hardiness which is personality that makes a person strong, optimism, achievement motivation, and procrastination namely tendency to procrastinate tasks, while external factors consist of parental social support (Yusuf & Jannatul, 2020).

Previous research found that the stress experienced by new students is that the tasks they do are not in accordance with their abilities, making them feel unable to complete the task properly. This leads to negative attitudes, impaired concentration, and a tendency to avoid problems. From the results of the study above, there were 7 students (17.5%) with high academic stress, 17 students (42.5%) with moderate academic stress, and 16 students (40%) with low academic stress. More than 50% of students experience moderate to high academic stress. To overcome the problems described above, emotional regulation is part of emotional intelligence that can be trained.

According to Gross (2014), emotional regulation is a process by which individuals can regulate or influence the nature of their emotions, when those emotions arise, and how they express those emotions. Emotional control is very important for students' self-development. Students must be able to control their emotions well, because they have entered early adulthood where they can control their emotions at the right time and time. However, the reality is that there are still many students who cannot control their emotions well, so students are not good at controlling their emotions.

Reivich and Shatte (2002) suggest two important things related to emotional regulation, namely calming and focusing. Such skills can help individuals manage emotions, focus attention away from intrusive thoughts, and reduce perceived stress.

Gross (in Harmalis, 2022) said that emotional regulation is divided into 4 aspects, namely: 1) Situation selection is carried out by approaching or staying away from certain people, places, or objects. 2) Situation modification related to problem-solving strategies. 3) Cognitive change Cognitive change involves evaluating the modifications that have been made, including psychological defenses and decreased social comparisons. 4) Response modification is an attempt to regulate the physiological aspects and emotional experiences associated with things that are usually done.

Goleman (in Hidayati, 2017) according to him the characteristics of individuals who can do emotional regulation well are: high tolerance for frustration and can manage anger,

reduced verbal ridicule, fights and disturbances in the classroom, able to express emotions appropriately without violence, positive feelings towards oneself, school and family, better at handling mental tension, reduced loneliness and social anxiety.

Thus, researchers are interested in knowing whether or not there is an influence of emotional regulation on student academic stress in UIN Raden Fatah Palembang students.

Method

This study used quantitative *Pre-Experimental* with *one group pretest-posttest* model. This study involved 15 participants who were students of UIN Raden Fatah Palembang, with an age range of participants 18-19 years and 20-22 years. Variable X in this study is *Emotion Regulation* and variable Y is *Academic Stress*. The scale in this study used the Likert scale. Data collection using *random sampling* method by distributing *questionnaires* distributed *online* with *G-form* through social media. Data analysis in this study used T-Test with *IBM SPSS Statistics 25 application*.

Results and Discussion

After the data normality test is said to be normal if the *p* value ≥ 0.05 and a Pre-test value ($p = 0$) is obtained.600) and Post-test ($p=0.898$) which means that the data is said to be normal, then data analysis was carried out to test whether there was an effect of emotional regulation training on academic stress of UIN Raden Fatah Palembang students. The method used is a parametric test with a T-test obtained value (p value = 0.168) where H_0 is accepted and H_1 is rejected. However, there was a decrease in students' academic stress levels by ($\bar{x} = 73.53$) for the pre-test and ($\bar{x} = 62.20$) for the post-test. Where the results of this study show that there is no significant influence between emotional regulation and reducing academic stress of students at UIN Raden Fatah Palembang.

Table 1 (Uji Normalitas)

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretes Stress Akakdemik	,147	15	,200*	,955	15	,600
Postes Stress Akademik	,096	15	,200*	,973	15	,898

Tabel 2 (Deskriptif)

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Prestes Stress Akademik	73,53	15	16,388	4,231
	Postes Stress Akademik	62,20	15	20,775	5,364

Tabel 3 (Uji T)

Paired Samples Test

Pair		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Prestes Stress Akademik - Postes Stress Akademik	11,333	30,187	7,794	-5,384	28,050	1,454	14	,168

The results of this study are in line with previous research, Aprilia & Yoenanto (2022) which stated that there was no significant effect on verifiable emotional regulation on academic stress. The level of emotional regulation of the study participants, namely most students who were working on their thesis, was at a moderate level of 140 students or 71%. However, for the high and low categories, they were 18.8% and 10.2% respectively. These results suggest that the level of emotion regulation has no effect on perceived academic stress. Rachmawati & Cahyanti (2021) also support this finding that there is no significant relationship between emotional regulation and academic stress. These results may be due to the fact that there are other factors that have a greater impact on academic stress in college students.

Zahara et al., (2022) in their research revealed that there is a significant negative or non-directional correlation between emotional regulation and academic stress in Syiah Kuala University students. The direction of the relationship is negative because the resulting r value

is negative. Which means, the higher the level of emotional regulation, the lower the level of academic stress experienced by students, and the lower the level of emotional regulation, the higher the level of academic stress experienced by students. Kadi et al., (2020) also explained that the relationship between emotional regulation and academic stress has a negative relationship.

According to Gross (in Barus et al., 2024) emotional regulation is a process by which individuals can regulate or influence the nature of their emotions, when they arise, and how they express these emotions. Emotional control is very important for students' self-development. Students need to be able to control their emotions because they are entering early adulthood where they can control their emotions at the right time. But in fact, there are still many students who cannot control their emotions well, and students are not good at controlling their emotions. Therefore, students need emotional regulation training in order to better control their emotions.

The results of the study that contradict this study, namely, Barus et al., (2024) said that there is a positive influence between emotional regulation and academic stress. Fitri (in Barus et al., 2024) also revealed that emotional regulation training for students shows that students who have good emotional regulation will be able to recognize, express, and control emotions and stress that arise so as to create a positive atmosphere based on the emotions they feel. The results of Handayani's (2022) research show that there is an influence between emotional regulation and academic stress in online learning in students in Makassar City.

According to Syahada (2013), emotional regulation is influenced by three aspects. The aspect of emotion regulation is an emotional assessment that trains individuals to be able to realize the negative emotions that are being felt, identify, and interpret the negative emotions they feel, so as to respond to the emotions that arise with appropriate behavior. The second aspect is emotion regulation, which can influence changes in an individual's behavior in response to perceived negative emotions. The regulation of these emotions occurs through exercise and relaxation. The third aspect, the expression of emotions, which involves the proper expression of emotions, also leads to seemingly appropriate actions. These three aspects influence the way the individual interprets his emotions and regulates his intrapersonal emotions so that he can express the emotions he feels appropriately.

Conclusion

It can be concluded that emotion regulation training has no influence on academic stress with a value (p value = 0.168), because academic stress in students is not only from emotions but from various other aspects.

References

- Anggraini, A., & Widyastuti, W. (2022). The Relationship Between Emotion Regulation And Academic Stress In Class XII High School Students. *Academia Open*, 6, 1–11. <https://doi.org/10.21070/acopen.6.2022.2618>
- Barus, D. A. B., Sia, R. Iodhu R., Gaib, Y. K., Ruron, M. B., Vransiska, J. R., & Febrina, Y. C. (2024). Pengaruh Pelatihan Regulasi Emosi Terhadap Stres Akademik Pada Mahasiswa Program Studi Psikologi Universitas Nusa Nipa. *JUPEIS: Jurnal Pendidikan Dan Ilmu Sosial*, 3(1), 55–59. <https://doi.org/10.57218/jupeis.vol3.iss1.1001>
- Aprilia, N. S., & Yoenanto, N. H. (2022). Pengaruh regulasi emosi dan persepsi dukungan sosial terhadap stres akademik mahasiswa yang menyusun skripsi. *Buletin Riset Psikologi Dan Kesehatan Mental (BRPKM)*, 2(1), 19-30.
- Barus, D. A. B., Gaib, Y. K., Ruron, M. B., Vransiska, J. R., & Febrina, Y. C. (2024). Pengaruh Pelatihan Regulasi Emosi Terhadap Stres Akademik Pada Mahasiswa Program Studi Psikologi Universitas Nusa Nipa. *JUPEIS: Jurnal Pendidikan dan Ilmu Sosial*, 3(1), 55-59.
- Handayani, R. (2022). *Pengaruh Regulasi Emosi Terhadap Stres Akademik Dalam Pembelajaran Online Pada Mahasiswa di Kota Makassar* (Doctoral dissertation, UNIVERSITAS BOSOWA).
- Harmalis. (2022). Regulasi emosi dalam perspektif Islam. *Journal on Education*, 4(4).
- Hidayati, I., Mulawarman, & Awalya. (2017). Meningkatkan Regulasi Emosi Siswa Melalui Layanan Bimbingan Kelompok dengan Teknik Sociodrama. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 6(4).
- Kadi, A. R., Bahar, H., & Sunarjo, I. S. (2020). Hubungan antara regulasi emosi dengan stres akademik pada mahasiswa Fakultas Kedokteran Universitas Hali Oleo. *Jurnal Sublipsi*, 1(2). Doi: 10.36709/sublipsi.v1i2.12002
- Rahmawati, W. K. (2016). Efektivitas Teknik Restrukturisasi Kognitif untuk Menangani Stres Akademik Siswa. *JKI (Jurnal Konseling Indonesia)*, 2(1), 15-21.
- Rachmawati, A., & Cahyanti, I. Y. (2021). Strategi Regulasi Emosi terhadap Stres Akademis selama Menjalani Kuliah Daring di Masa Pandemi Covid-19. *Buletin Riset Psikologi dan Kesehatan Mental (BRPKM)*, 1(1), 96. <https://doi.org/10.20473/brpkm.v1i1.24653>
- Reivich, K. dan Shatte, A. 2002. *The Resiliency Factor : 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles*. New York: Three Rivers Press
- Syahadat, Y. (2013). Pelatihan regulasi emosi untuk menurunkan perilaku agresif pada anak. *Humanitas*, 1(1), 19–37.

- Sinaga, M. A. J. 2015. Stres Akademik antara Anak Taman Kanak-kanak yang Mendapat Pengajaran Membaca dan Tidak Mendapat Pengajaran Membaca (Doctoral dissertation, Program Studi Psikologi FPSI-UKSW).
- Yusuf, N. M., & Jannatul, Y. M. (2020). Faktor-Faktor Yang Mempengaruhi Stres Akademik. *Psyche*, 13(2), 1-10.
- Zahara, M., Martina, M., & Alfiandi, R. (2022). Hubungan regulasi emosi dengan stres akademik pada mahasiswa universitas syiah kuala. *Jurnal Ilmiah Mahasiswa Fakultas Keperawatan*, 6(1).